CONNECTICUT STATE DEPARTMENT OF EDUCATION

Annual Back to School Meeting For Superintendents 2014

August 19, 2014

June 2014
Survey of Connecticut Superintendents

- Nine-item Survey

- Survey open for 2 weeks

- 62% Response Rate

- 126 total responses from 105 districts

June 2014
Survey of Connecticut Superintendents

Question 3: What <u>August 2014 PD supports</u> would be helpful?
Top Requests

Item	Count by Rank				Deliverables
	1	2	3	Total	
Classroom "Look fors" - The Instructional shifts in the classroom (ELA, Literacy and Math by grade band)	29	15	13	57	✓ Principal Flipbook
Instructional shifts in ELA & Math (by grade band)	24	17	12	53	✓ Online Courses at CT Core Standards Website
Text complexity analysis template & text-based questions (by subject & grade)	10	20	18	48	✓ Posted on CT Core Standards Website
High-quality student SLOs and IAGDs (by subject & grade band)	16	20	13	49	✓ SLO Handbook

June 2014
Survey of Connecticut Superintendents

Question 4: What <u>back-to-school supports</u> would be helpful?
Top Requests

Item	Count by Rank				Deliverables
	1	2	3	Total	
CSDE Back-to-School Update *(PowerPoint & Notes)*	18	5	6	29	✓ Posted on CT Core Standards Website *(Leaders' Section)*
Principal peer guidance from 2013-14 CAS Community of Practice	10	10	9	29	✓ Posted on CT Core Standards Website *(Leaders' Section)*
Teacher Care Package with "Best of" Ct Core Standards Resources	26	20	16	62	✓ Posted August 25th to the CT Core Standards Website

<u>Other Responses</u> : Shoulder-to-shoulder coaching; The answer differs for teachers vs. school/district leaders; Train the trainer model at the central office level.

June 2014
Survey of Connecticut Superintendents

Question 5: What is the preferred format of CSDE offered PD?
Top Requests

Item	Count by Rank			
	1	2	3	Total
CSDE-offered Webinars	20	15	11	46
Web-based self-guided PowerPoint	15	16	14	45
In-person regional workshops	33	12	12	57
Regional Communities of Practice *(Professional Dialogue)*	12	22	14	48

Other Responses : Shoulder-to-shoulder coaching; The answer differs for teachers vs. school/district leaders; Train the trainer model at the central office level.

June 2014
Survey of Connecticut Superintendents

Question 6: What supports would help with your medium-term needs (2014-15)?

Top Requests

Item	Count by Rank				Deliverables
	1	2	3-5	Total	
Monthly Principal Webinars in CT Core Standards	13	13	19	48	✓ Webinar 1 – August 2014 ✓ Monthly Schedule on CT Core Standards Website
Regional PD in CT Core Standards and Assessments	18	17	26	61	✓ Sept & Oct 2014 Modules 4 & 5 - ELA & Math *(delivered 42x each)* ✓ Repeat Digital Lib Training ✓ Interim & Summative Assessment Training
Support for developing district plan for job-embedded Professional Learning	21	15	21	57	✓ Professional Learning Systems Technical Assistance

<u>Other Responses</u> : Calibration on teacher evaluation; Professional learning guidelines; Please archive all webinars

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

College and Career Readiness
Common Core Task Force Update

Dr. Dianna Roberge-Wentzell, Chief Academic Officer
Nathan Quesnel, Superintendent, East Hartford Public Schools
Dr. Paula Talty, Superintendent, Cromwell Public Schools

August 19, 2014

Educators' Common Core Implementation Taskforce

- Created by Governor Malloy

- 25 member group included
  - ➢Teachers
  - ➢Superintendents
  - ➢Principals
  - ➢Parents
  - ➢Members of local Boards of Education
  - ➢CSDE Representative

Process

- 10 meetings, March – June 2014
- Began with gap analysis
- Studied best practices in CCSS implementation from Connecticut districts
- Identified 5 overarching themes that supported effective implementation
- Created recommendations in alignment with these areas that emerged

Summary of Findings

- Leadership matters

- Strategic Planning Matters

- Professional Development Matters

- Communication Matters

- Time Matters

- Resources Matter

Summary of Recommendations

- Recommendations were created in alignment with the following criteria:
  - ➢ Evidence Based
  - ➢ Actionable
  - ➢ Inclusive of All Stakeholders
  - ➢ Measurable

- Recommendations were created for:
  - ➢ The CSDE
  - ➢ Districts
  - ➢ Communities

CSDE Approach

- Supports for district and school leaders
  - ➢ Flip book
  - ➢ Toolkit
  - ➢ Webinars
  - ➢ Curriculum resources
  - ➢ Back to School update and facilitators guide

- Supports for teachers
  - ➢ Mini grants program
  - ➢ Professional learning sessions
  - ➢ Assessment literacy support
  - ➢ Support for teachers of special education students and English learners

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

Support for Decreasing Time Used for Assessment

Dr. Dianna Roberge-Wentzell, Chief Academic Officer

August 19, 2014

Assessment Practices Support

- Reducing reliance on assessment
- Support for judging the alignment of assessment tools and practices
  - ➤Assessment Inventory Tool:
  - ➤ http://www.achieve.org/assessmentinventory
  - ➤CT pilot – 2014, 8 districts
  - ➤Over 60 districts currently using to support planning

The State Department of Education Announces a New Grant Opportunity
in Collaboration with the
Department of Economic and Community Development – Office of the Arts and the Connecticut Arts Council

- Up to $250,000 in "mini-grants" to schools to partner with local or state arts institutions, organizations, or artists

- To assist schools in enhancing arts education and programming

- Grants to help schools with arts access, connection, or integration

- Schools may use the money for supplies, technical assistance, professional development, stipends, facilitation, and more!

- RFP to be released in September, applications due in October.

- More news in the coming weeks!

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talent Office

Educator Effectiveness and Professional Learning
Educator Standards and Certification

Dr. Sarah Barzee, Chief Talent Officer
Dr. Betty Feser, Superintendent, Milford Public Schools

August 19, 2014

Talent Office Updates

- An update on CT's System for Educator Evaluation and Support

- An Update on Professional Learning

- An update on LEAD Connecticut

Update on Educator Evaluation and Support

- **All districts submitted a 2014-2015 Educator and Support Plan**
  - ➤ *Each plan was reviewed by teams of two trained educators from each RESC region*

Teacher Evaluation:
- 95% of districts will implement a District/LEA developed model that meets the CT Educator Guidelines
- 5% of districts will implement the SEED 2014 model in its totality*
  - *All components of SEED 2014 model

Administrator Evaluation:
- 78% of districts will implement a District/LEA developed model that meets the CT Educator Guidelines
- 22% of districts will implement the SEED 2014 model in its totality

Waiver Requests: 13
- Renewals: 9
- NEW Requests: 4

All districts/LEAs that submitted plans before the June 13th deadline have been approved and/or received feedback
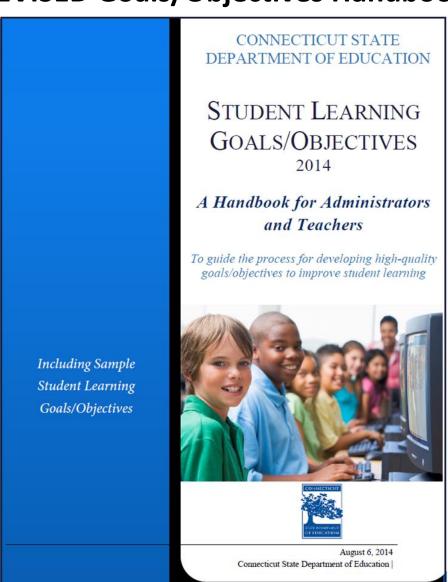
Educator Evaluation and Support

<u>Our Goals in 2014-15</u>

- Continuous improvement to refine the overall system and state model (SEED)

- Continue to engage practitioners and other stakeholders
  - ➢ Two Teacher-Leaders-in-Residence (Region 9 and Windsor)
  - ➢ One Principal-in-Residence (Naugatuck)
  - ➢ New Networks/Communities of Practice

- Continue to develop new tools and resources to support implementation

- Support schools and districts in planning, implementing and evaluating systems and practices for professional learning

REVISED Goals/Objectives Handbook

Evidence Guides

The Connecticut Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014

Evidence Guide
Illustrative Examples of ELA 9-12

Sample evidence of teacher practice developed by educators

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education
Phone: 860-713-6868 | E-mail: sde.seed@ct.gov

Evidence Guides

Indicator **3a** | Implementing instructional content[16] for learning.

Instructional purpose For sample evidence, please choose from the following: ELA ▼	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Sample evidence **Grades 9-12 ELA** *This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation.* *It is intended to illustrate what evidence for this attribute might look like at the various performance levels.*	Teacher begins lesson by saying, �Open up to �Through the Tunnel� on page 65.�	Teacher says, �Today we are going to read a short story, �Through the Tunnel,� and by the end of the lesson, you will know what the parts of a story are.	Teacher says, "Yesterday we looked at how an author unfolds a series of events. Today we will be identifying parts of plot and examining how the author uses parts of plot to build tension and develop character traits."	Teacher says, "With a partner, I want you to look back at your notes and see how our examination of character development directly ties to the plot development of a short story." Students respond with a variety of answers, including, "Yesterday we learned about exposition, rising action, climax, and falling action. I've noticed that an author will almost always give us a physical description of the protagonist within the exposition," "The choices of characters build the tension of a novel during the rising action," etc. (Students use textual examples to demonstrate each response.

DRAFT Guidance to Central Office Administrators for Permissive Pilot in 2014-15

Recommendations Regarding
PERMISSIVE PILOT
for Educator Evaluation for
Administrators in Central Office Positions

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About the Proposed Adaptations

These proposed adaptations were developed to align the evaluation and support of central office administrators to the Connecticut Guidelines for Educator Evaluation (June 2012), and to the System for Educator Evaluation and Support (SEED). SEED is one model for administrator evaluation and support, in a manner that is meaningful and purposeful to their respective roles within their school district.

This is a draft document. The results of implementation during the Permissive Pilot in 2014–15 will be reviewed by the Performance Evaluation Advisory Council (PEAC).

In accordance with PA 12-116, as amended by PA 13-245, Connecticut's System for Educator Evaluation and Support is intended to evaluate all educators below the rank of superintendent and currently includes some provisions for central office administrators. Connecticut's new system for educator evaluation and support, as well as Connecticut's model, the System for Educator Evaluation and Support (SEED), was developed primarily for the roles of principal and assistant principal.

This document provides further guidance for use in evaluating administrators holding CT certification in intermediate administration and supervision (092) and was developed with input from central office administrators representing six central office roles:

Special Education Leaders

Curriculum Leaders

Adult Education Leaders

Personnel Leaders

Athletic Leaders

Business and Operations Leaders

Tools and Resources Under Development

- **UPDATE** the Rubric for Student and Educator Support Specialists (SESS) ; NEW goals/objectives examples

- **UPDATE** the *Common Core of Leading (CCL) Rubric*

- **CAPSS/LEAD CT** supported Administrator Workgroup (rubric; cycle of inquiry):
  Dr. Elizabeth Feser, Milford

Update on Professional Learning

- **CT Academy for Professional Learning**
  - ➢Develop the capacity of stakeholders to provide support to schools and districts
  - ➢Facilitated by Learning Forward
  - ➢AFT, CABE, CAPSS, CAS, CEA, CSDE, RESC Alliance, SERC
  - ➢Six Sessions: September, 2014- March, 2015

- **Professional Learning Advisory Committee** (**PLAC**)
  - ➢Broadly representative stakeholder group ensuring educators' voice in re-designing CT's system for professional learning

Professional Learning

- **Technical assistance and support to districts /Professional Development and Evaluation Committees (PDEC) to re-design systems and practices for professional learning**

  - ➢ *CT Guidelines for Professional Learning*

  - ➢ Professional Learning Handbook

  - ➢ Dedicated website to professional learning

  - ➢ NEW tools and resources to assist educators, schools and districts

  - ➢ Technical Assistance through RESCs to conduct the *Learning Forward Standards Assessment Inventory*

Update on LEAD CONNECTICUT

CSDE, in collaboration with the CT Center for School Change and their partners (CABE, CAPSS, CAS, Neag, New Leaders), continues to move forward with the goal to expand and enhance school and district leadership, particularly in our most challenged schools/districts (*Turnaround*).

Initiatives:

- **Turnaround Principal Program**
  - ➤ Spring Fellowship for Turnaround Principals
  - ➤ Turnaround Principal Summer Institute (2nd Cohort in 2014-15)
  - ➤ Turnaround Principal Year-long Community of Practice
  - ➤ Coaching for Turnaround Principals

- **UCAPP Residency Program (092)**

  | *Hartford* | *Meriden* | *New Britain* |
  | *New Haven* | *Norwich* | *Vernon* |

Initiatives, continued

- **School and District Leader Policy and Practice Fellowship**
- **Influencing and Supporting School and District Leadership Best Practices**
  - ➢ *LEAD CT Turnaround School Leader Competency Framework*
  - ➢ *LEAD CT Superintendent Competency Framework*
  - ➢ *Human Capital Toolkit*
  - ➢ *Lead CT Coaching Model*
- **Early Career Superintendents' Community of Practice**
- **CAPSS Workgroup: Strengthening Principal Evaluation Resources and "Toolkit"**
- **Human Capital Community of Practice**
  - ➢ *Human Capital Systems Review (Bridgeport, Meriden)*
- **Governance**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Office of Student Supports and Organizational Effectiveness

Educating the Whole Child: Partnering for Success

Charlene Russell-Tucker, Chief Operating Officer
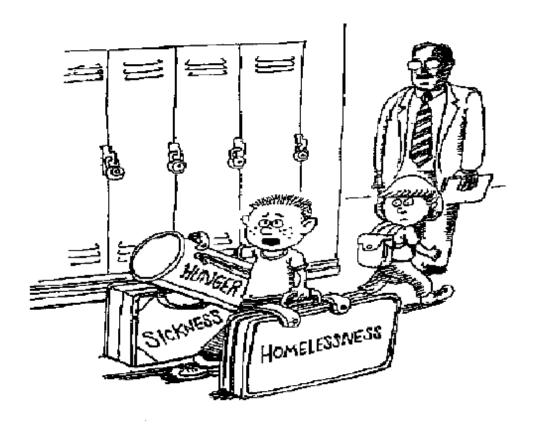Abby Dolliver, Superintendent, Norwich Public Schools

August 19, 2014

Healthy Students Make Better Learners

"We recognize that children who come to school hungry, are absent due to asthma, suffer from other chronic diseases such as Type 2 diabetes, are depressed or distracted by family problems, or stay away from school because of fear of violence cannot benefit fully from the sound educational programs we are putting into place to ensure that no child in our schools is left behind. Policies and practices that address the health and developmental needs of young people must be included in any comprehensive strategy for improving academic performance."

-CCSSO 2004 Policy Statement on School Health-

Schools can't do this alone...

"Could someone help me with these? I'm late for math class."

Scott Spencer

Partnerships that Work

- Where is the strategic opportunity to engage partners? What does the data show?

- What service needs are your families/students facing?
  - Housing/Homelessness
  - Health Care (physical and mental health)
  - Employment
  - Child Care
  - Access to Affordable and Healthy Food
  - Mentoring

Identify Partners...

- Are you working with your partners to review data and to align strategies to improve student outcomes?

- Do you have a community organization as case manager?

- Are you connected with foster care/child welfare?

- Which agencies in your community or region can support your families needs?
  - United Ways
  - RESCs
  - Youth Service Bureaus
  - Family Resource Centers
  - School Based Health Centers and Local Health Departments
  - Child Guidance Clinics

Feedback from the Districts…

The number one need for support in schools identified by districts is in the area of Mental Health Services.

- The Emergency Mobile Psychiatric Services (EMPS) provides same-day response to urgent student needs.
- State law requires that school districts have a signed MOU with EMPS to ensure access to these services.
- Contact your local Mental Health Community Collaborative to partner.

  http://www.ct.gov/dcf/cwp/view.asp?a=2558&q=314352

Feedback from the Districts…

School Based Mentoring

- The Governor's Prevention Partnership (GPP) creates and support school-based mentoring initiatives to serve students in need of a positive adult influence.

- Statewide, GPP supports 150 mentoring program, serving over 20,000 young people.

- This fall GPP will host a one-day training for school-based coordinators on Design and Build Your School-Based Mentoring Program that will provide the tips, tools and information on starting a school-based. Contact : 860-523-8042, ext. 22 or Sharon.mierzwa@preventionworksct.org

Save the Date

Upcoming Events of Interest:

- October 14 – Social and Emotional Learning Summit

- October 23 – Connecting Faith Organizations, Family and Schools for Student Success

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Turnaround Office

Alliance Districts & Network Schools

Morgan Barth, Division Director
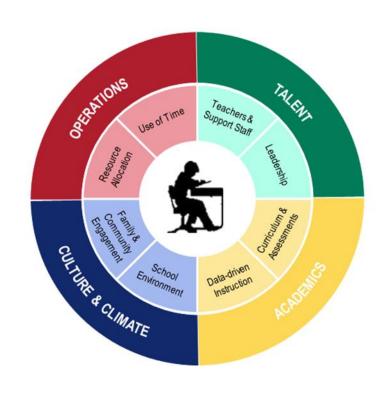Dr. James Thompson, Superintendent, Bloomfield Public Schools

August 19, 2014

Framework for School and District Turnaround

Talent: Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

Academics: Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
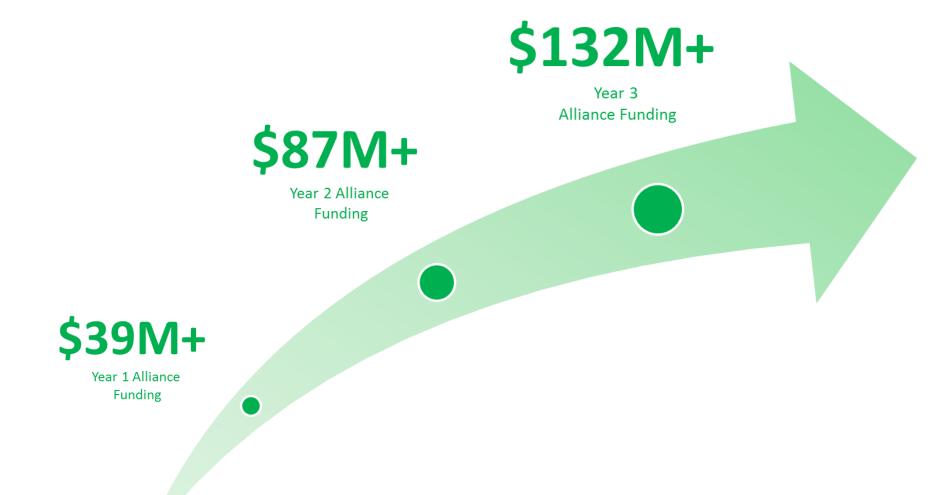
Culture and Climate: Positive learning environment that **supports high-quality teaching and learning, and** engages families and the community as partners in the educational process.

Operations: Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.
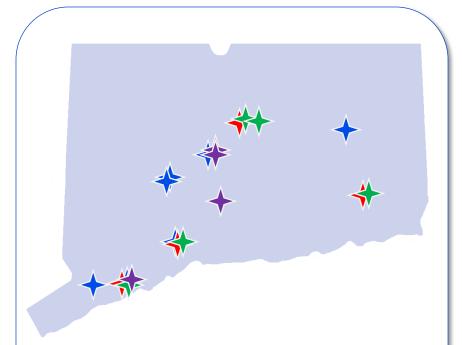

CONNECTICUT STATE DEPARTMENT OF EDUCATION

3-Year Alliance District Funding Increase

$132M+

Year 3
Alliance Funding

$87M+

Year 2 Alliance
Funding

$39M+

Year 1 Alliance
Funding

Commissioner's Network and SIG Schools

Our Collective Impact:

- **11,000 +** Students
- **20** Schools
- **10** Districts

Cohort I Schools

- Stanton, Norwich
- Milner, Hartford
- Curiale, Bridgeport
- HSC, New Haven

Cohort II Schools

- Dunbar, Bridgeport
- DiLoreto, New Britain
- Walsh, Waterbury
- Windham MS, Windham
- Cross, New Haven
- Briggs, Norwalk
- Crosby, Waterbury

Cohort III Schools

- Lincoln-Bassett, New Haven
- Uncas, Norwich
- Marin, Bridgeport
- O'Brien, East Hartford
- Clark, Hartford

SIG Schools

- West Rock Author's Academy, New Haven
- John Barry, Meriden
- Slade, New Britain
- Pulaski, New Britain

High academic achievement

+	**Gains Between 2011-2014**
8.1%	increase in students performing At/Above Proficiency in Reading in Grades 3-8, from 70.2% to 78.3%
10.8%	increase in students performing At/Above Goal in Reading in Grades 3-8, from 51.9% to 62.7%
3.1%	increase in students performing At/Above Proficiency in Math in Grades 3-8, from 81.2% to 84.3%
7.4%	increase in students performing At/Above Goal in Math in Grades 3-8, from 53.5% to 60.9%
27.1%	increase in students performing At/Above Proficiency in Reading in Grade 10, from 62.0% to 89.1%
21.6%	increase in students performing At/Above Goal in Reading in Grade 10, from 9.8% to 31.4%
25.0%	increase in students performing At/Above Proficiency in Math in Grade 10, from 45.6% to 70.6%
15.6%	increase in students performing At/Above Goal in Math in Grade 10, from 13.1% to 28.7%
16.9%	increase in graduation rate at Bloomfield High School between 2011 and 2013

"The greatest danger for most of us is not that our aim is too high and we miss, but that it is too low and we reach it."

– Michelangelo

Priority 1: Holistic Accountability

Three-year Goal

By September 2015, all educators will engage in data teams that analyze and adjust instruction to promote the preparation of all students for college and career readiness as a result of attending highly competitive schools that promote high academic achievement, positive school climate, and parent and community engagement.

Key Strategy

We will align district, school, and instructional level data team practices to the Holistic Accountability System to ensure academic, school climate, and parent engagement data are analyzed at every level of the school system.

Action Steps

Continuously Raising Expectations To Meet Standards

Teachers and administrators will receive professional development to:

- Align practice to the Five-Step Process;
- Streamline academic performance, through interventions and curricular improvements;
- Analyze and synthesize school climate safety data; and parent and community engagement data.

Priority 2: Curriculum, Instruction and Assessment

Three-year Goal

By September 2015, the Bloomfield Public Schools will increase the percentage of teachers who implement with fidelity a standards-based curriculum in English, Language Arts, and Math, Pre-K – Grade 12, with instruction and assessment practices aligned to the Common Core State Standards.

Key Strategy

We will redesign all curriculum, instruction, and assessment practices to align with the rigor of the Common Core State Standards in English Language Arts and Math and the skills expected in the teacher and administrator evaluation systems.

Action Steps

Completed and Continuing

- Expand learning time in Reading and Math with Early Start, Summer Academy and Extended Day.
- Aligned 98% of English Language Arts Units of Study with Common Core State Standards.
- Implement Standards of Mathematical Practice.
- Construct Mathematical Units of Study K-12.
- Implement walkthrough protocols to support instructional Improvement using Instructional Rounds.
- Update Common Formative Assessments and Performance Tasks to align with Common Core State Standards.
- Continue to focus on Close Reading.

Priority 3: Positive School Climate

Three-year Goal

By September 2015, the Bloomfield Public Schools will meet the National School Climate Standards by creating supportive communities of learners who demonstrate enthusiasm for learning and respect toward one another.

Key Strategy

We will adopt, implement, and monitor the application of the National School Climate Standards.

Action Steps

Completed and Continuing

- Developed a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.
- Created and implemented related policies.
- Created environments where all members are welcomed, supported, and feel safe in schools.
- Developed and implemented meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
- Documented the increasing successful engagement of students, families, and fellow staff members through participation data at school events, as well as attendance of students and staff.
- Increased participation on the fourth annual Climate and School Satisfaction survey.

Priority 4: Parent and Community Engagement

Three-year Goal

By 2015, the Bloomfield Public Schools will be characterized by strong community partnerships in every school; families who are active participants in their children's education and deeply engaged in key school activities; and community members who have a strong sense of stewardship for all of Bloomfield's children.

Key Strategy

We will implement the Joyce Epstein Model of School, Family, and Community Partnerships to increase parent and community engagement at every school.

Action Steps
Completed

- Provided professional learning to District Action Team and School Action Teams in "How Welcoming Is Your School?"
- Implemented and monitored Welcoming Schools program, as defined by the Joyce Epstein Model.
- Secured the support of high-performing community partnerships district wide.
- Became a member of the National Network of Partnership Schools.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

College and Career Readiness
Early College Approaches

Dr. Dianna Roberge-Wentzell, Chief Academic Officer
Dr. Manuel Rivera, Superintendent, Norwalk Public Schools

August 19, 2014

Early College Strategy

- Collaborative approach with BOR

- Focused on expansion of early college opportunities, including:

  ➢AP/ECE/IB

  ➢Dual enrollment

  ➢Early College High School models

Goals and Purpose

- Early College Experiences are grounded in the research on college and career readiness, including David Conley's work which focuses on a four dimensional model:

  ➢ Key **cognitive** strategies

  ➢ Key **Content Knowledge**

  ➢ Key **Learning skills and techniques**

  ➢ Key **transition knowledge and skills**

District Perspective

Dr. Manuel Rivera, Superintendent
Norwalk Public Schools

- District partnership project: PTECH
- Pathways in Technology Early College High School
- Higher Education, k-12 district, employer

SCHOOL READINESS EXPANSION

- ✓ HIGH-QUALITY
- ✓ LOW-INCOME CHILDREN
- ✓ INCREASED ACCESS

1,020 MORE CHILDREN

46 TOWNS AND CITIES

4,010 MORE CHILDREN BY 2019

EARLY LEARNING & DEVELOPMENT STANDARDS

PUBLIC AND PRIVATE PRE-K AND KINDERGARTEN CLASSROOMS, LICENSED AND UNLICENSED CHILD CARE PROVIDERS, RESCS

PEDIATRICIANS, LIBRARIES, FAMILY RESOURCE CENTERS, HIGHER EDUCATION

CT ELDS

WHAT CHILDREN, BIRTH TO FIVE, SHOULD KNOW AND BE ABLE TO DO

RESOURCES

SCHOOL READINESS	**CT ELDS**	**SMART START**
WWW.CT.GOV/ OEC/UPK	WWW.CT.GOV/ OEC/ELDS	WWW.CT.GOV/ OEC/SMARTSTART